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ABSTRACT

In order to better serve the needs of people in midlife and beyond, Mt. San Antonio College (Mt. SAC), California, is considering the establishment of a Center for Longevity and Education (CLE). The CLE mission would be to foster a supportive environment for lifelong learning and life transitions for midlife and beyond, while channeling the knowledge and talents of older adults to support each other and the community through intergenerational activities on and off campus. The population of the United States is aging faster than it is growing, and at the same time seniors are more affluent than ever before. The U.S. Census Bureau predicts that the over-65 population will grow between two and two-and-a-half times over the next 40 years, to more than 70 million, and the population of those over 85 will triple to 9 million. To help develop a plan for the CLE, 3 focus groups were conducted at 3 local community/senior centers during a 2-week period, with 20 female and 5 male participants. In addition, 3,516 surveys were mailed to a random sample of 48-65 year olds with incomes of $75,000 or more, and 400 were returned for a response rate of 11.4%. This report includes survey results. Research instrument appended. (Author/NB)

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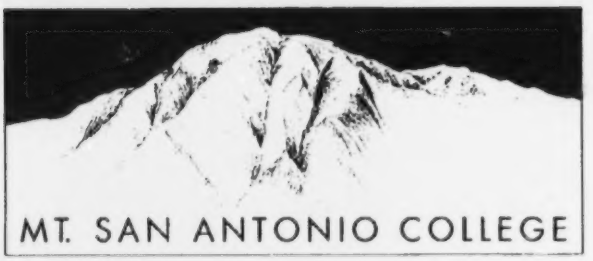

LONGEVITY AND EDUCATION: SURVEY RESULTS

2002

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November 22, 2002

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62.1% of the respondents said it was a "great idea" and a further 29.6% thought it was a positive idea to have a *Center for Longevity and Education*

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ACKNOWLEDGEMENTS

The visionary of the project is Ms. Mary Sue Lange, Emeritus Programs. Her vision drove the project from start to finish. I would like to thank Dr. Patricia Rasmussen, Institutional Advancement for working with Ms. Lange on this project to help her vision become a reality. Special thanks to the Research and Institutional Effectiveness team: Ms. Odette Richardson, Ms. Alida McGee and Mr. Mike Dowdle for their tireless hours making sure that the project reached its conclusion. Special thanks are also extended to the people in Printing Services and Mail Services for their time and effort in helping us to meet our deadlines. A final thank you is extended to those who completed the survey. Without their responses, the following pieces of paper would have remained blank. Thank you for taking the time to help us plan the future.

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INTRODUCTION

In 2001, the Research and Institutional Effectiveness and the Institutional Advancement teams met with the Emeritus Programs Supervisor from Community Education and Economic Development to design a Longevity and Lifelong Learning Survey (LLLS). Mt. San Antonio College (Mt. SAC) had just completed a new long-range strategic plan called 2020 Vision. Part of the plan focuses on how the College can better serve the needs of older adults, something Mt. SAC has been doing for many years through a variety of community education programs.

In order to better serve the needs of people in mid-life and beyond, Mt. SAC is studying the establishment of a Center for Longevity and Education (CLE). The Center would link continued learning, life transition and creative retirement planning, the transitioning to post-retirement careers, educational travel, peer teaching, leadership, community service and wellness to Mt. SAC's non-credit and credit programs. The Center's mission would be to foster a supportive environment for lifelong learning and life transitions for mid-life and beyond, while channeling the knowledge and talents of older adults to support each other and the community through intergenerational activities on campus and in the community. The ideal outcome would be the development of a healthier, age-integrated society.

CLE would invite people to develop and share a new vision of life's second half, to challenge their mind, to acquire new skills, stay mentally and physically fit, share their knowledge and experience with peers and younger people, give something back to society, embark on travel seminars, gain in-depth knowledge of the community, plan a creative retirement or transition back to the workplace.

Middle aged people and older adults are different than their parents - "More and more people in their 60s, 70s and beyond are discovering that fitness isn't just for the young. And some, even after leading sedentary lives, are in their best shape ever" (Allen, 2002, p. S1). The baby boomers

are the affluent retirees' who "desire to stay close to families" and can do so through staying in the city in which they worked – they are not moving to retirement communities (El Nasser, 2002).

> "...some people will not retire, but continue in their work. Others, especially those in government jobs, will retire from one career and quickly enter another. Some will start their own businesses, while some will join other organizations where they can do the kind of work they really want to do. Many will join smaller companies, often serving as mentors and coaches to others, senior executives and others who have not yet accumulated their knowledge, wisdom, and experience. Still others will become teachers, passing along what they have learned to young people in schools, colleges, or apprenticeship programs" (The Herman Group, 2001).

The population is aging faster than it is growing and seniors are more affluent. E. Williams in *Opportunities in Gerontology and Aging Services* Career cites that in 1900, the average lifespan in America was 48 years. In only 100 years that lifespan has increased to 75 years. In 1900 about 1 in 15 Americans was over age 65, today 1 in 8 is over age 65. The U.S. Census Bureau has predicted that the over 65 population will grow two to two and a half times over the next 40 years to more that 70 million people, and that the population of those over 85 will triple to 9 million.

DATA COLLECTION

To help Mt. SAC plan and shape a new CLE, some members from the Mt. SAC service area were asked to participate in focus groups and others were sent a survey.

During a two-week period, three focus groups were conducted at three local community/senior centers. Twenty females and five males participated.

Results from the focus groups indicated the following:

- In their spare time, they like to take computer classes, volunteer and travel
- Words they would like to use to describe their generation include "Caring" and "Volunteering"
- They described a Center to meet their needs as one with health facilities, social activities and educational opportunities linked with travel.
- Overall, they liked the idea of a CLE.

For the survey group, a random sample of 6,498 residents of the area was purchased. Participants were chosen based on the following criteria:

- 48-65 years of age and
- an annual income of $75,000 or more.

The list was further sampled using stratified random sampling. This type of sampling allows a sub-set of participants to be drawn from the original data source such that, in this case, the gender, income, education and age were similar to that of the original group. For this study, the sample was actually stratified based on ethnicity as seen within the Mt. SAC service area. A low budget was one constraint to the number of respondents we were able to receive in a database.

The salient characteristics of those who were sent the survey include the following:

- 50.7% were males;
- the cities of Diamond Bar and Walnut each had 14.3% of the total sample;
- 48.5% had an income of $75,000 to $99,999;
- 44.2% had completed College;
- 38.0% were Hispanic, 21.4% were Asian;
- 12.9% were 48 to 49 years of age.

Of the 3,516 surveys mailed, 400 surveys were returned, a survey response rate of 11.4%.

A further 100 surveys were provided to the Emeritus Program at Mt. SAC for distribution to program participants. Twelve of those surveys were returned representing a 12.0% response rate. Surveys from both groups were combined

to make an overall response rate of 11.7% with an error rate of 5%. Although the return rate is low, the error rate is reasonable and thus the data could be considered a first reflection of people in Mt. SAC's service area and their opinions pertaining to a CLE.

A copy of the 35 questions from the LLLS is included in Appendix A. The survey consisted of six sections:

- Activities
- Current Center Usage
- Center for Longevity and Lifelong Learning (later changed to CLE)
- Mt. San Antonio College
- Demographics
- Further Information

The remainder of this report will focus on the relevant findings and subsequent recommendations for further action.

BENEFITS & LIMITATIONS

BENEFITS

Benefits of this study include profiling a select group from the Mt. SAC Service Area, identifying this group's perceptions of the College, interest in a longevity center and providing institutional direction for helping this population in the future related to educational programs and services.

LIMITATIONS

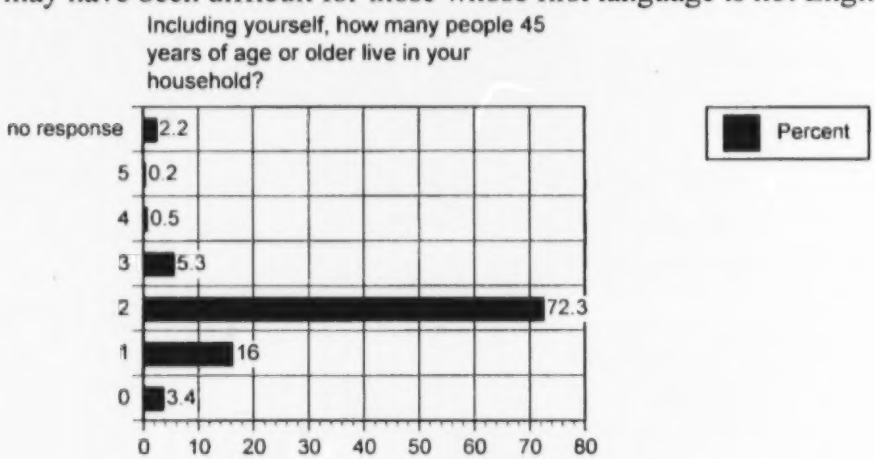
A higher response rate would have been desirable, however, since the error rate is reasonable at 5%, the College can use this data for preliminary purposes. It is recommended that further targeted research be completed before policy decisions are made.

RESULTS

The typical respondent from this population is: likely to be computer literate, does not frequently attend a senior center, does not have a lot of knowledge about Mt. SAC and its programs or services and would support a CLE, including a daycare program for older adults.

Demographics

The majority of respondents (86.9%) spoke English as their primary language in their household. Two person households 45 years of age or older amounted to 72.3% of the study (see chart). It is important to note that the survey was published only in English. Completion of the survey may have been difficult for those whose first language is not English.



Activities

What is the profile of those who responded to the survey? Of the 412 who responded, the following was found:

- 93.0% own a computer
- 85.9% have used Email
- 83.3% have used Word Processing programs
- 83.7% have used the Internet
- 51.2% have used Excel
- 44.4% have worked with picture files on the computer
- 19.9% have worked with music files in some aspect on the computer

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When asked whether they would volunteer time to help a Mt. SAC student learn computer skills, few of the respondents (13.1%) said yes.

Current Center Usage

A small number of respondents (7.3%) currently attend a Community or Senior Center. When asked how often they attend a Community Center or Senior Center, 7.0% did so 0-5 times a year while 5.6% attended 1-3 times per week. It was clear from the response patterns to these two questions that most respondents within the last year are not currently attending a Center but have attended a Center within the last year.

The spare time activities for this group included hobbies, sports and travel (see table).

What do you enjoy doing in your spare time when you are not working in a paid job?		
Spare Time	**Number of Respondents**	**Percent**
Hobbies (e.g., gardening, crafts, home improvements)	237	57.5%
Sports (e.g., golf, baseball, riding)	155	37.6%
Travel	74	18.0%
Exercising (e.g., walking, dancing)	55	13.3%
Family	45	10.9%
Socializing	38	9.2%
Cultural Events (e.g., concerts)	19	4.6%
Religion	11	2.6%
Education	10	2.4%
Volunteer	3	0.7%

Center for Longevity and Education (CLE)

A major component of this survey was to gage respondents' perceptions of a Center for Longevity and Lifelong Learning (later changed to CLE) as described in the introduction for this report. As indicated in the introduction, such a Center would be structured dramatically different than the traditional Senior Center that focuses mostly on meals and social time. The CLE would address the adult from a holistic approach (e.g., health, education, etc.).

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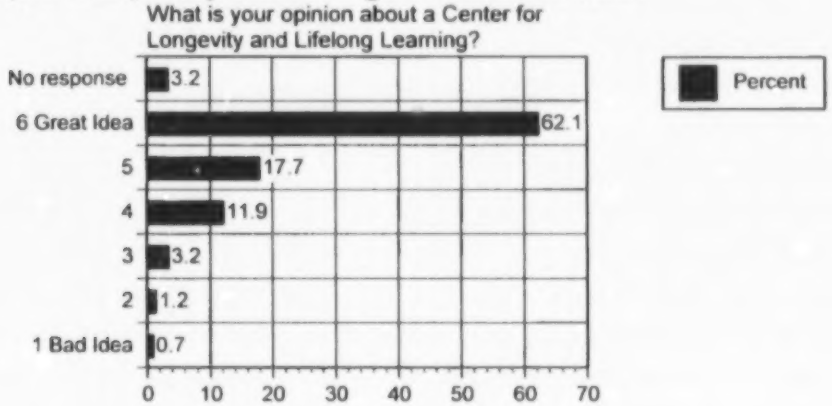
Respondents were given a detailed outline of the Center and asked, "What is your opinion of the proposal? 62.1% thought the Center was a great idea (see chart). Only 0.7% thought it was a bad idea.



When asked to comment on the appealing or non-appealing nature of a Center, 13.1% of the respondents indicated that a learning component was appealing to them now and in their later years (see table).

Why would a Center for Longevity and Lifelong Learning be appealing or not to you and your family?		
Appealing or not	**Number of Respondents**	**Percent**
Learning	54	13.1%
Something to do	29	7.0%
Staying Active	22	5.3%
Health focus	19	4.6%

Over half the respondents (67.5%) would use the Center in some way. Some 26.2% said they would not use the center and 6.3% did not respond. The majority, 68.2%, would like to have a fitness/wellness center as part of an ideal Center. Some 6.3% had no interest in a fitness center.

How far would the respondent be willing to drive to a Center? Some 70.2% of the respondents would be willing to drive 10 miles or less (see chart). How likely is it that they would have the transportation needed to attend the center? Almost three quarters (72.6%) said they would always have access to transportation that would allow them to attend the Center.

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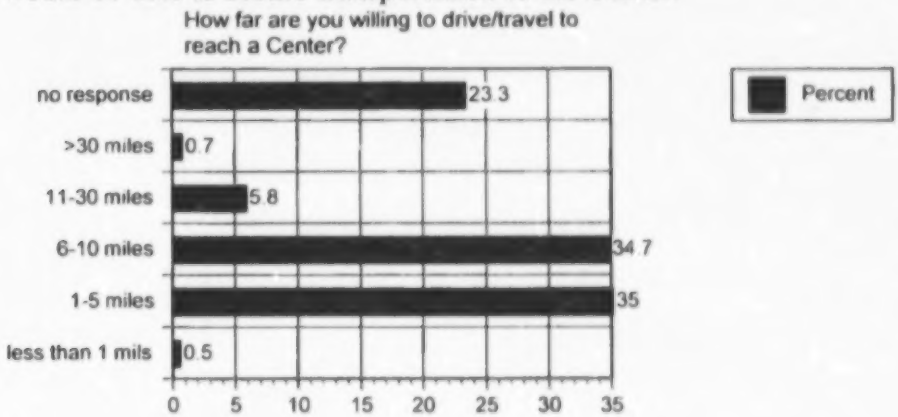
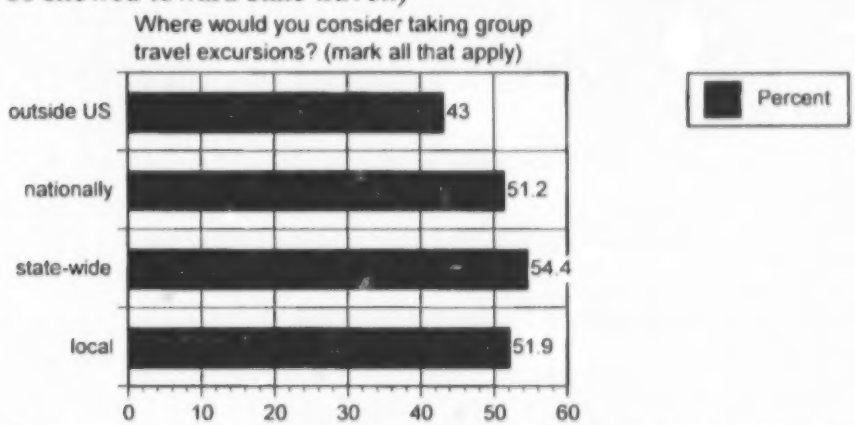
Some 3.6% said that they would sometimes have access. Most respondents would be able to secure transportation to the Center.



When asked what travel-education programs they would like to take, 54.4% indicated statewide travel as their preference over local, national or foreign travel (see chart). (Note: The survey was administered after the September 11th attack on the Word Trade Center; thus, these findings may be skewed toward state travel.)



Before going on a trip, 64.6% would consider taking an educational class, while 6.1% would not.

If the respondents were to pay for services of the Center as an adult daycare center for a senior family member, 38.6% would be willing to pay less than $20 per day (see chart). Likewise, 21.4% would be willing to pay

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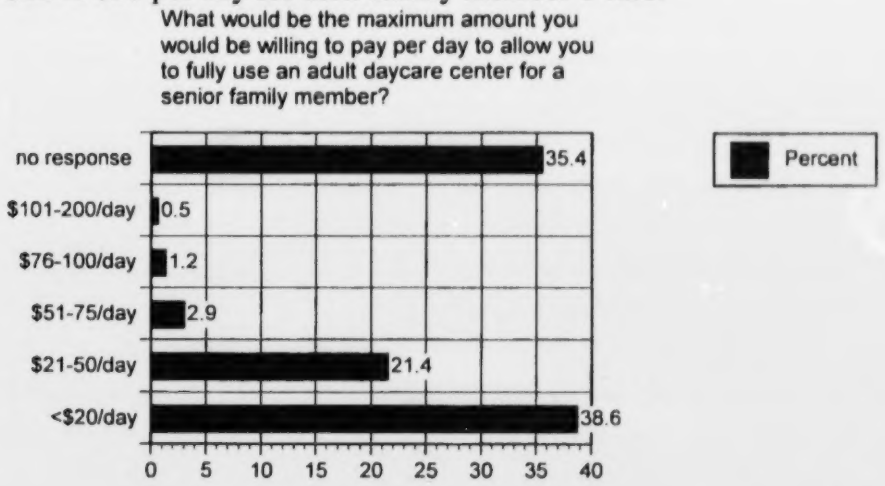
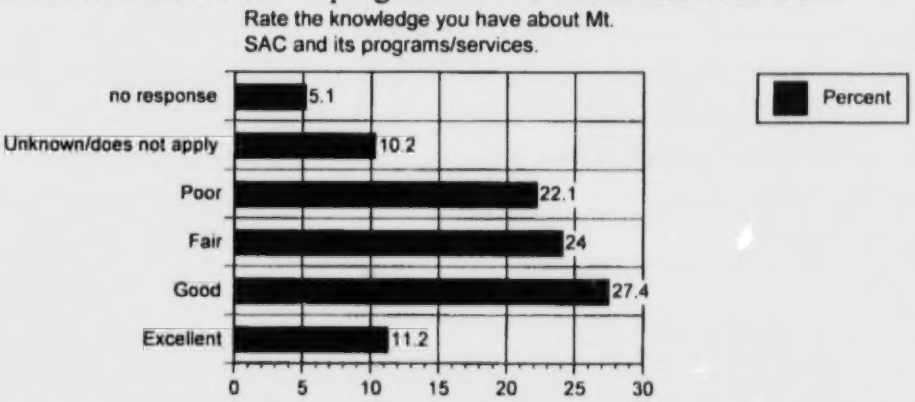
$21 to $50 per day for their family member's care.



Mt. San Antonio College

How would the respondents rate their level of knowledge about Mt. SAC and its programs/services? Some 38.6% indicated an excellent or good level of knowledge of Mt. SAC (see chart). A higher percent, 46.1% indicated that they have fair to poor knowledge of the programs/services offered at the college. In the past two years, 48.1% did not visit the campus.

Almost three-quarters of the respondents (74.0%) wanted to receive more information on Mt. SAC programs or services available to them.



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Describing their Generation

When asked how they would like to have their generation described as opposed to "senior citizen", 13.6% said they would like to be referred to as "mature"(see table). Other descriptors included "old", "middle aged", and "baby boomer". In a study by the National Council on the Aging (2002), people 65 years of age and older were asked if they would describe themselves as young, middle-aged, old or very old. Of this group, 35% consider themselves to be middle-aged and 8% describe themselves as "young". A large percent considered themselves old (48%) and a small percent said they were very old (9%).

What word(s) would you used to describe your generation other than terms "elder", "older adult" or "senior citizen"?		
Descriptors	**Number of Respondents**	**Percent**
Mature	56	13.6%
Old	30	7.3%
Middle Aged	25	6.1%
Boomer	23	5.6%

CONCLUSIONS

The 412 older adults completing this survey are a new market for Mt. SAC programs and services. This group is computer literate, has an income of $75,000 and higher, has transportation available to them and is receptive to coming to campus for programs and services particularly for a travel program within the United States. The data indicates that they would support a senior daycare program and would pay about $20 per day for services. Most of this population is not currently using the services of local senior citizen centers. Nearly half of the respondents have a fair to poor knowledge about Mt. SAC.

WHAT SHOULD BE DONE WITH THIS REPORT?

The information in this report can be used as a beginning for understanding community demographics and needs. In addition, this survey may be used to update Emeritus Programs, paying particular attention to the up-and-coming older adult population. With its quality improvement focus, Mt. SAC is always

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looking for opportunities to broaden program offerings and improve services and programs.

The population born during the baby boomer's years, 1946-1964 is retiring from the workforce and many are transitioning to different careers and or part-time employment to supplement their income. The baby-boom generation will be the largest elderly population in history, resulting in changes that will affect society both good and bad. Historically, this population has presented challenges to public infrastructure. Previously, there were not enough school buildings, classrooms, playgrounds or teachers to meet the demand of this large segment of the population. In contrast to public institutions, many private businesses successfully positioned their products and services in a timely manner to meet the demand of this segment. This may be seen in the rapid increase of fast-food chains and production of soft-drinks (Dychtwald, 1999).

As the number of women in the paid work force increases, traditional expectations of the women being the family care-giving can become an unbearable burden for women. The CLE adult & intergenerational daycare center component will address the cultural needs of the district while providing a vital service with educational opportunities.

Research has indicated that there will be a severe gap in services to older adults unless education and training programs move to provide professionals in the field of gerontology the opportunity to catch up with the population growth. "Professionally trained gerontology personnel are needed not only because of the increased numbers of older adults but also to assure that this expanded life span is accompanied by an expanded quality of life" (Williams, 1997, p. preface X).

What could Mt. SAC do?

Characteristic of the Baby Boomer generation is different than those before. This group is wealthier, healthier and more educated. They will be looking for programs and services that are not currently offered by city-run senior centers.

"America is becoming a 'gerontocracy' and four outcomes are certain:

1. More will live longer than in any previous generation;
2. The epicenter of economic and political power will shift from young to the old;

3. We will need to change our current mind-set about how to spend our extra years of life; and
4. How we decide to behave, as elders will, in all likelihood, becomes the most important challenge we will face in our lives" (Dychtwald, 1999, p. 1).

A two-year program for adults interested in earning a certificate in intergenerational and/or adult daycare may be developed. It is important to cite statistics of similar programs which state; that while most students enter such a program with the intention of specializing in childcare approximately 25% end up specializing in the elderly. Current demographics indicate a demand for employees in the eldercare field (Williams, 1997). Through research it has been determined that no other community college in California offers such a program. In addition, there are no intergenerational daycare facilities in the Mt. SAC service area.

The CLE will result in positive dollars, services and educational advancements. This center would be the only one of its kind in the district and extending areas of Mt. SAC thus setting precedent within the community by offering the distinctive intergenerational day care component of CLE which is conveniently located in the community it strives to serve. The next step is to develop a detailed business plan for a CLE and determine possible directions.

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APPENDIX A.
LONGEVITY AND LIFELONG LEARNING SURVEY

MT. SAN ANTONIO COLLEGE

Longevity and Lifelong Learning

How can Mt. San Antonio College help you?

We are interested in finding out the future educational needs of older adults - from learning new subjects, traveling, to on-site adult daycare. Your input will help us plan future programs for older adults at Mt. San Antonio College (Mt. SAC).

Activities

1. Do you own a computer? ☐ Yes ☐ No (please go to question 3)

2. From the following list, select all features you use on the computer?
   ☐ E-mail ☐ Internet
   ☐ Word Processing ☐ Pictures
   ☐ Excel Spreadsheets ☐ Music
   ☐ Other _____

3. Would you consider being a volunteer computer helpmate (e.g. teaching what you know about computers) to a Mt. San Antonio student? ☐ Yes ☐ No

4. How many hours per week do you typically volunteer? (If you do not volunteer please go to question #6) _____ Hours

5. If you volunteer, please list where you volunteer?
   1. _____
   2. _____

Current Center Usage

6. Do you currently attend a Community or Senior Center? ☐ Yes ☐ No (please go to question 10)

7. How often do you attend the Community Center or Senior Center?
   ☐ Daily ☐ Once a Month
   ☐ 4-6 Times a Week ☐ 6-11 Times a Year
   ☐ 1-3 Times a Week ☐ 0-5 Times a Year

8. What was most helpful to you when deciding which facility to attend?
   _____
   _____

9. Why was the above most helpful to you?
   _____

10. What do you enjoy doing in your spare time when you are not working in a paid job?
    _____

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Center for Longevity and Lifelong Learning

In order to better serve the needs of mid-life and older adults, Mt. SAC is considering the establishment of a **Center for Longevity and Lifelong Learning**. The Center would link continued learning, life transition and creative retirement planning, the transitioning to post-retirement careers, educational travel, peer teaching, leadership, community service, and wellness. Its mission would be the fostering of a supportive environment for lifelong learning and life transitions for mid-life and older adults, while channeling the knowledge and talents of older adults to support each other and the community through intergenerational activities on campus and in the community. The ideal outcome would be the development of a healthier, age-integrated society.

The **Center for Longevity and Lifelong Learning** would invite you to develop and share a new vision of life's second half, to challenge your mind, to acquire new skills, stay mentally and physically fit, share your knowledge and experience with peers and younger people, give something back to society, embark on travel seminars, gain in-depth knowledge of the community, plan a creative retirement, or transition back to the workplace.

11 What is your opinion of the above proposal for a "Center for Longevity and Lifelong Learning"? (please circle a number that corresponds to your opinion)

Bad Idea 1 2 3 4 5 6 Great Idea

12 Please add your comments about why this concept for a Center for Longevity and Lifelong Learning, which includes a multigenerational approach, would be appealing or not appealing to you and your family.

_____

_____

13 Please list the features/services that you would like in an "ideal" Center for Longevity and Lifelong Learning to meet your needs.

_____

_____

14 Given your current family situation, do you foresee using a Center as described above?

☐ Yes ☐ No (please go to question 25)

15 Would you like to have a fitness/wellness center as part of an ideal center to service your needs?

☐ Yes ☐ No (please go to question 17)

16 What programs, services, and equipment would you envision in the ideal fitness/wellness center?

_____

_____

17 How far are you willing to drive/travel to reach a Center for Longevity and Lifelong Learning?

☐ Less than one mile
☐ 1-5 miles
☐ 6-10 miles
☐ 11-30 miles
☐ More than 30 miles

18 Do you have access to adequate transportation which would allow you to attend a Center?

☐ Always
☐ Sometimes
☐ Rarely
☐ Never

19 Where would you consider taking group travel excursions? (Mark all that apply)

☐ Local (within 50 miles of your home)
☐ State-wide (within California)
☐ Nationally (within the United States)
☐ Foreign travel outside the United States
☐ None of the above (Please go to question #21)

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20 Before going on a trip, would you consider taking an educational class that focuses on the culture, architecture and/or history of the area? ☐ Yes ☐ No

21 What would be the maximum amount you would be willing to pay per day to allow you to fully use an adult daycare center for a senior family member?
☐ Under $20 per day ☐ $21-$50 per day ☐ $51-$75 per day ☐ $76-$100 per day ☐ $101-$200 per day ☐ $200-$300 per day

22 What would be the maximum amount you would pay for a five week education class? $_____

23 What would be the maximum you would pay for a one week educational group tour in the United States? $_____

24 What would be the maximum you would pay for a one week educational group tour in Europe? $_____

Mt. San Antonio College

25 To meet your current or future needs, what classes would you like Mt. San Antonio College to offer?
1. _____
2. _____

26 Rate the knowledge you have about Mt. San Antonio College and its programs/services.
☐ Excellent ☐ Good ☐ Fair ☐ Poor ☐ Unknown or does not apply

27 Did you visit the campus during the past two years to attend any of the follow? (Mark all that apply)
☐ Class
☐ Athletic Event
☐ Cultural Arts Event (music, drama, dance, art)
☐ Did not visit the campus
☐ Other (Please specify) _____

28 Would you consider being a mentor for a Mt. SAC student? ☐ Yes ☐ No

Demographics

29 What is the primary language spoken in your household?
☐ English ☐ Spanish ☐ French ☐ German ☐ Russian ☐ Portuguese ☐ Italian ☐ Japanese ☐ Chinese ☐ Korean ☐ Vietnamese ☐ Tagalog ☐ Other

30 If employed, what is your profession? _____

31 Including yourself, how many people 45 years of age or older live in your household ? _____

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Further Information

32 What word(s) would you use to better describe your generation other than terms "elder", "older adult" or "senior citizen"?

33 Would you like to receive information on programs or services applicable to you that are offered through Mt. San Antonio College? ☐ Yes ☐ No

34 Please supply your e-mail address below if you would like us to contact you by e-mail

35 Please share with us any additional thoughts you may have.

☐ If you would like to receive a summary of our findings and/or keep abreast of this potential project please mark the box to the left.

Please use the enclosed postage paid envelope to return the survey.

Thank you very much for your time.

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APPENDIX B.
AGING POPULATION FACTS

Quick Facts

The following section was taken directly from California Department of Aging (2002a).

CALIFORNIA SENIORS

- With 3.3 million residents age 65 and over, California is home to the largest elderly population in the country, 10 percent more than Florida, which has the next greatest number.
- The number of Californians age 60 and over is projected to grow 154 percent over the next 40 years.
- By 2010, 1 in 5 Californians will be age 60 or over.
- The fastest growing population group in California is age 85 and over.
- Today, 1 in 77 Californians are more than 85 years old; that number will grow to 1 in 62 in 2010 and 1 in 34 by 2040.
- California's older population is increasingly non-white. Minorities who are older than 60 will increase by 350 percent between 2000 and 2040.
- There are about 100,000 individuals in long-term care facilities in California. Nearly two-thirds (over 65,000) are covered by Medi-Cal; Medicare or private insurance covers the others.

CAREGIVERS

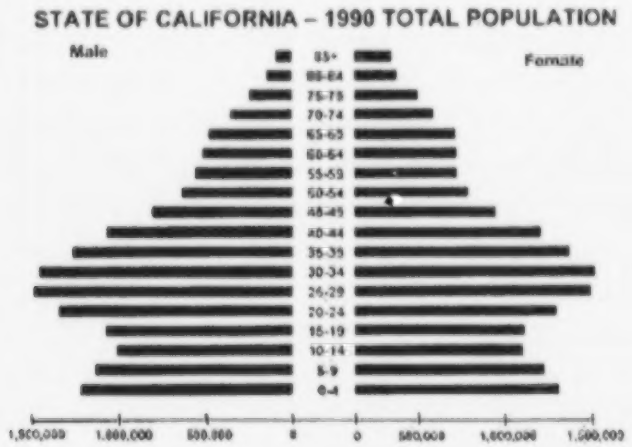
- Families in California provide 80 percent of all long-term care at home.
- Governor Gray Davis approved a $500 tax credit for caregivers in the 2000-2001 Budget.
- Nearly 57 percent of caregivers are age 65 and over; 40 percent are 18 to 64; and 3 percent are children under 18.
- One in four households in California are involved in care giving (23 percent or 22.4 million).
- Nearly 85 percent of home care is provided by family or friends: 29 percent daughters, 23 percent wives, 13 percent husbands, and 9 percent sons.
- Between 20 to 40 percent of caregivers also have children under 18.
  The average woman spends 17 years caring for children and 18 years caring for an elderly relative.
- In California, 53 percent of caregivers under 65 are juggling work and care giving.

SENIOR NUTRITION

- California provides nearly 21 million nutritious meals annually at nearly 1,000 community locations directly to the homes of frail, older residents.
- An additional 38,000 residents are supplied surplus or donated foods annually.
- Nearly 12,000 Californians attend 192 Adult Day Health Care centers located throughout the state.

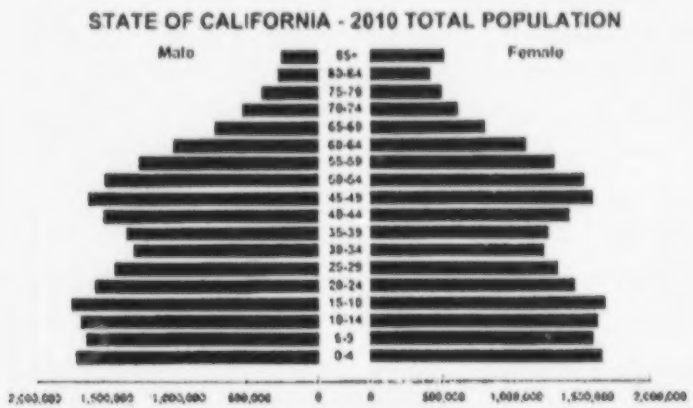
The Progression of Aging: The Impact of Baby Boomers

This section is taken directly from the California Department on Aging (2002c).



Baby Boomers = RED (25-44 age group)

The progressive growth of the elderly (age 60 and over) population and the future influence of the Baby Boomers (persons born between 1946 and 1964) can be seen by examining age-gender population pyramids for 1990, 2010 and 2030. The "Baby-Boom bulge" appears in the 1990 pyramid (above) in the ages 25 to 44. In the 1990s, Baby Boomers are in their economically productive years and represent 35 percent of California's population. There will be a rapid growth in the number of persons age 60 and over as the Baby Boomers begin turning 60 in 2006.



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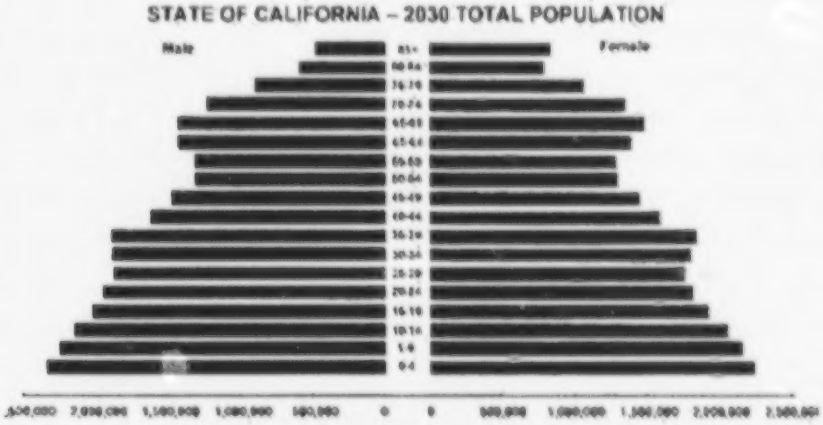
Baby Boomers = RED (45-64 age group)

By 2010 the Baby Boomers will represent 25 percent of California's population, and by 2020 will be in pre- and early-retirement ages (45 to 64 years). During this period of fluctuating births and improving survivorship, the percentage of elderly population is projected to grow from 14 percent in 1990 to 22 percent in 2030.



Baby Boomers = RED (65-84 age grou)

This large cohort will strain services and programs required by an aging population. At the same time, the 0-19 age groups decrease by 7 percent, and by 2030 there will be little distinction between any of the age groups (California Department of Finance, Population Projections 1993, found in California Department on Aging, 2002c)

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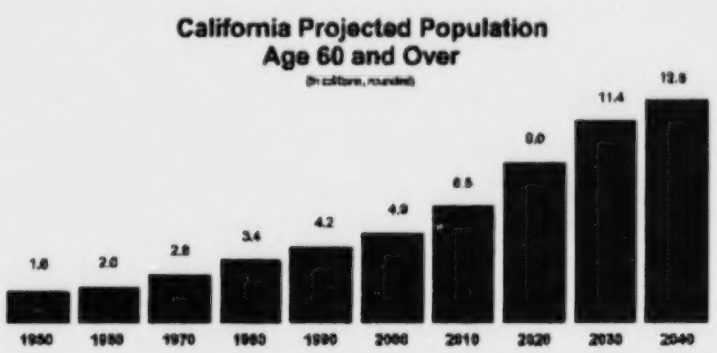
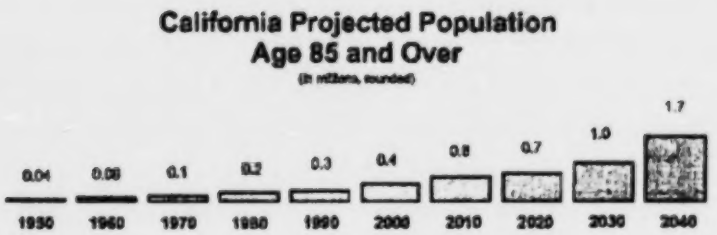
The Aging Baby Boomers: Influence on the Growth of the Oldest Old

This section is taken directly from the California Department of Aging (2002d).

Elderly



Oldest Old



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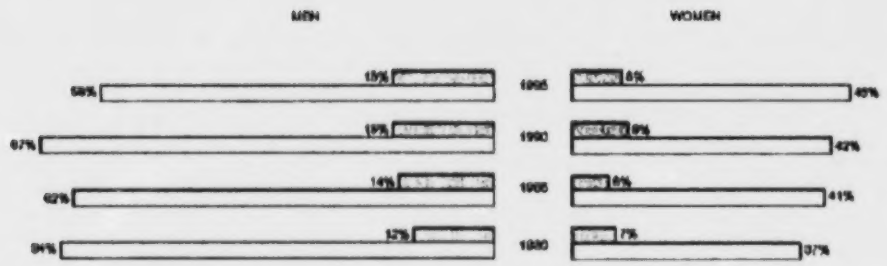
Labor Force Participation of Older Workers



The following quote and previous graph is taken from the California Department of Aging (2002e).

"The gender composition of California's older workers is changing. The graph (above) shows the percentage of labor force participation for men and women, age 55 to 64 and age 65 and over, compared to the general population in the same age cohort from 1980 to 1995.

Labor force participation of women age 55 to 64 steadily increased by eight percent from 1980 to 1995. This increasing pattern is only seen for women in this age group. Labor force participation of women age 65 and over remained low with only a one percent increase over this 15-year period.

Labor force participation of men age 55 to 64 fluctuated between 1980 to 1995, and decreased by six percent over this 15-year period. The highest labor force participation of men age 55 to 64 occurred in 1990, but decreased nine percent by 1995.

Labor force participation of men age 65 and over showed a slight increase of three percent from 1980 to 1995. The retirement age for men and women is also changing. Nationally, in the early 1990s the median age of retirement steadily decreased to age 62 for men and women. This trend may change as more Baby Boomers choose to stay in the work force past the "traditional" retirement age" (California Department of Aging, 2002e).

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